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Life System Magazine

Language

Including:

Parts of a Magazine
What's in an Advertisement?
Creating an Advertisement
Informative Text
Presenting the Facts
Revision and Editing
Charts and Graphs
Advice Columns and Editorial Cartoons
Life System Magazine

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A Unit for Grade 5

Written by:

Jennifer Marquardt, Donna Cox (Project Leader)

Length of Unit: approximately: 10.3 hours

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January 2003

Written using the **Ontario Curriculum Unit Planner** 2.51 PLNR_01* March, 2001* Open Printed on Jan 21, 2003 at 10:30:47 PM

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Acknowledgements
The developers are appreciative of the suggestions and comments from colleagues involved through the internal and external review process.

The Council of Ontario Directors of Education expresses its appreciation to the Boards who took the lead in developing these units on

The Arts, Grades 1-8

Health & Physical Education, Grades 1-8

Language, Grades 1-8

and to the many writers from District School Boards across the province.

The following organizations have supported the elementary curriculum unit project through team building and leadership:

The Council of Ontario Directors of Education
Curriculum Services Canada
The Ministry of Education, Curriculum and Assessment Policy Branch

A Unit for Grade 5
Written by:

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Renfrew County District School Board

Based on a unit by:

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This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Task Context

Students need to be able to communicate ideas and information for a variety of purposes. They must be able to organize and present information clearly for a specific audience. In this unit, students explore different writing forms and techniques and apply them as they work to produce an informative magazine that teaches others about healthy living and the different systems in our bodies. This writing unit includes expectations from the Life System strand of The Ontario Curriculum Grades 1 - 8 Science and Technology policy document, as well as the Reading and Writing strands from The Ontario Curriculum Grades 1 - 8 Language policy document. This allows students to express what they have learned about body systems using different writing forms. They research and apply different writing techniques as they strive to present the information in a clear and interesting way for others in the same age group. Some of the types of writing includes ads, editorials, charts and graphs, factual and fictional writing.

Task Summary

Students spend time learning the skills necessary for producing various forms of writing using the writing process. Students discuss how their writing changes according to the target audience. They organize and convey main ideas with supporting details. Students discuss the purposes of advertising and produce an ad of their own. Use of charts, graphs, and captions are explored for their usefulness. Students focus on revising, proofreading, and editing their work.

Culminating Task Assessment

Students compile a magazine based on content from the Life System strand in Science and Technology: Human Organ Systems using writing forms, skills, and techniques that they have learned in the various subtasks. The magazine is written for an audience of junior students both in the classroom and in the school. Students use the Magazine Guidelines worksheet to organize their magazine. Students are assessed using a rubric.

Links to Prior Knowledge

Students should be expected to:
- understand the layout of various newspapers and magazines;
- use a KWL organizer;
- write, organize, and develop ideas in paragraphs;
- independently create a bar graph;
- be knowledgeable about food nutrients and their implications to health;
- understand the writing process, using the assistance of peers to help revise, edit, and proofread their work;
- be familiar with roles associated with group work when participating in cooperative learning activities.

Considerations

Notes to Teacher

1. This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgement in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust

the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

2. Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

3. This unit needs to be taught at the same time or immediately after teaching the Life Systems Science and Technology strand: Human Organ Systems because the unit provides content for students to write the magazine.

4. Teachers need to begin collecting several different types of material before beginning the unit. Magazines and advertisements dealing with health or the body would be of the most use. Other materials would also be helpful:
- samples of health magazines, newspapers, other magazines
- labels of nutrients for different types of foods
- examples of editorial cartoons or captions with strong messages implied
- examples of advice columns and question sections in magazines
- copy of Canada's Food Guide to Healthy Eating (can be easily found on the Internet)

5a. The learning log is used for formative assessment. The learning log can be collected at the discretion of the classroom teacher and assessed anecdotally throughout the unit and at the end of the unit. The learning log will contain student reflection, new learning and relevant notes.

5b. For assessment purposes, depending on the topic chosen by a student, not all the expectations can be met by all students in some of the subtasks. A rubric to assess the learning log may be created with students.

6. This unit includes many group activities. Cooperative learning strategies should be taught to assist students to work effectively in groups.

7. Resources in the unit-wide Resource List are only suggestions and can be replaced with other resources in your classroom.

8. Discuss with students the importance of recycling to create a positive student awareness.

9. Teachers should remind students to be sensitive to the needs and life experiences of other students in their class. Different opinions should be respected. Any bias concerning gender or race should be discussed and clarified as a class.

10. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

11. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Since this is a writing unit, modifications may be needed for ESL/ESD students. Certain tasks would need to be simplified and more clearly explained to maximize the benefit for those students.

Life System Magazine

Language A Unit for Grade 5

1 Parts of a Magazine

Students brainstorm and record what they already know about magazines on a KWL organizer. In groups, students examine several different types of magazines and look at some of their components for similarities and differences related to purpose, style, and use of visuals in writing along with items of interest. As the groups share their lists, the teacher adds to the class KWL chart. Students complete their personal organizers and write a journal reflection.

2 What's in an Advertisement?

Students are introduced to the culminating task which is to create a magazine based on background information from the Life Systems Unit: Human Organ Systems. They are informed that the types of writing they are doing throughout the unit are reserved to form part of their magazine. The first form of writing is an advertisement. In pairs, students are provided with an advertisement to examine. Students write down all the information that the ad provides. Students evaluate the ad according to criteria provided in a worksheet. After the ad has been evaluated, each pair briefly presents its findings to the class. As a class, students summarize the best features of an ad and what makes it successful. Students record this as a note for further reference.

3 Creating an Advertisement

Students create an advertisement for their magazine. The teacher reviews the factors that influence healthy lifestyles and students, as a class, generate a list of these factors. The teacher then reviews the list of what the class considers the best features of an advertisement from the previous subtask. Each student is asked to choose a different topic from the class-generated healthy lifestyle list and develop an advertisement to send a message to an audience of other junior students.

4 Informative Text

Students discover, through a problem-solving approach, how to change personal learning log entries generated from the unit study on Human Organ Systems into general informational texts written for a specific purpose and for a specific audience.

5 Presenting the Facts

This subtask begins with a teacher-modelled exercise. Information on one system in the body (from Life System Strand: Human Organ Systems) recorded as jot notes is placed on the overhead projector. As a class, an informative article is written. The ability to organize the information in well-developed paragraphs with supporting details is modelled. Students then work in pairs to develop their own informative article on one of the other body systems from the same strand.

6 Revision and Editing

Students review the stages of the writing process with emphasis on the revision and editing stages. Students select certain pieces of their writing to be published in the Life System magazine which is the culminating task. Students acquire the skills necessary to enhance their writing quality for this particular purpose and for a specific audience.

7 Charts and Graphs

Together as a class, students examine various cereal labels from a variety of different types of cereals. The teacher ensures that there are examples of cereals designed for various age groups. There is discussion about the different nutritional categories found on these labels and what each category means. Students then choose two different cereal labels and complete a comparison of the two in relation to their nutritional value. A bar graph is created and used to record a few of the more important nutrient values and to make comparisons of these nutrients.

8 Advice Columns and Editorial Cartoons

Students are provided with appropriate examples of both advice columns and editorial cartoons to examine. Students realize that each of these types of 'writing' is sending a message to a certain audience in a different way. Students work in pairs to determine guidelines for writing an advice column and an editorial cartoon. As a class, students create a set of guidelines for each form. Students then choose a message that they would like to send to an audience related to their science theme: Human Body Organs. They create an advice column or an editorial cartoon to send this message. The work generated from this subtask is included in the magazine in the culminating task.

9 Life System Magazine

Students compile a magazine based on content from the Life System strand in Science and Technology: Human Organ Systems using writing forms, skills, and techniques that they have learned in the various subtasks. The magazine is written for an audience of junior students both in the classroom and in the school. Students use the Magazine Guidelines worksheet to organize their magazine. Students are assessed using a rubric.

Description

Students brainstorm and record what they already know about magazines on a KWL organizer. In groups, students examine several different types of magazines and look at some of their components for similarities and differences related to purpose, style, and use of visuals in writing along with items of interest. As the groups share their lists, the teacher adds to the class KWL chart. Students complete their personal organizers and write a journal reflection.

Expectations

5e51 • identify various types of media works and some of the techniques used in them;
5e63 – identify the main characteristics of some familiar media (e.g., television, film, magazines);
5e64 – recognize that media works are composed of a series of separate elements (e.g., shots in movies; sections of a newspaper);

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Brainstorming
Classifying
Notemaking
Learning Log/journal

Assessment

Some expectations are assessed using formative assessment through entries into students' learning logs.
Other expectations are assessed through observation as students complete their work in groups.

Assessment Strategies

Observation
Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Brainstorming/Classifying/Notemaking

1. Brainstorm, as a class, all of the ways in which people can acquire information about the world. After the brainstorming, note that magazines are listed as one of the ways that people can acquire information.

2. Tell students that they are going to be learning more about written media (specifically magazines) and their purposes.

3. Model the use of a KWL organizer to begin to brainstorm what students already know about the features of magazines. Record a few examples in each of the first two sections of the KWL organizer as a model for the class: 'What I Know' and 'What I Want to Know' or 'What I Wonder.' Remind the students that the third column of the KWL organizer, 'What I Learned,' is filled in after the students complete an activity to assist them in finding information and learning about magazine features. Students are then given time to individually record their points in the first two sections of their KWL chart.

4. Students are divided into groups. Remind students of the academic task (noting magazine features) that they are focusing on while working in the group and of the social task (sharing resources) that they are working on in the group. Each group is given various examples of magazines to examine and note the many different and/or

common features. Students should be reminded that, as they are looking at the various magazines, they might discover other things that they want to know and they should add these to their KWL organizer in the section, 'What I Want to Know, What I Wonder.'

5. Students reconvene as a class and complete the 'What I Learned' sections of the KWL organizer as a shared writing experience. As the students note various features, the teacher models how to classify by recording each point under emerging categories, e.g., visuals, purpose, writing type.

6. Students complete the 'What I Learned' column in their individual KWL organizer, making reference to the shared writing experience and adding any other personal learnings.

7. The teacher should note what is recorded on each student's KWL organizer and then students should file their organizer in a portfolio/file folder for further reference.

Learning Log
Students should keep a file folder for all handouts and information they acquire during this unit. Explain that they are reflecting on their learning. These reflections are recorded as journal entries. They are read by the teacher several times during the course of the unit.

Students should write a journal reflection about what they learned by doing this activity.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

-choose groups that are heterogeneous;
-provide a clear example of how the learning log should be completed;
-provide extra time and support for students to complete the KWL chart.

Resources

BLM 1.1 KWL Chart	BLM_1.1_KWLOrganizer.cwk
file folder	1

Notes to Teacher

Teacher Reflections

Creating an Advertisement

Subtask 3

40 mins

Description

Students create an advertisement for their magazine. The teacher reviews the factors that influence healthy lifestyles and students, as a class, generate a list of these factors. The teacher then reviews the list of what the class considers the best features of an advertisement from the previous subtask. Each student is asked to choose a different topic from the class-generated healthy lifestyle list and develop an advertisement to send a message to an audience of other junior students.

Expectations

5s3	• demonstrate understanding of factors that contribute to good health.
5e6	• produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);
5e20	– select and use words to create specific effects (e.g., to create a mood);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Media Analysis

Assessment

The advertisement is assessed according to the Advertisement Criteria Worksheet (BLM 2.1) that students first used to evaluate an advertisement. It is also assessed according to the five best features of an advertisement that each student recorded in his/her log.

Assessment Strategies

Observation

Assessment Recording Devices

Checklist

Teaching / Learning

1. As a class, brainstorm and record the factors that influence healthy lifestyles.

2. Introduce the next activity, which is to create an advertisement to reflect one of these lifestyles.

3. Review the list of the best features of an advertisement that was generated in Subtask 2 and spend time clarifying the points on this list.

4. Students consult their individual learning logs and reread the five best features of an advertisement that they had recorded at the end of the previous lesson.

5. Students are invited to choose a healthy lifestyle from the list generated at the beginning of this lesson and create an advertisement. This advertisement should reflect the "best features of an advertisement" generated from the prior discussion and individual student learning log entries.

6. At this point, the teacher should reemphasize the purpose for the advertisement and discuss the target audience (other junior students). Guiding questions, such as: What makes an ad appealing and relevant to the age group? should frame this part of the lesson.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- some students may use fewer key features as a guide for completing the advertisement;
- some students could be provided with letter and shape templates, etc., to assist them in designing their ad;
- students may work in pairs to create an ad, supporting each other;
- students may use technology to assist them in creating their advertisement.

Resources

BLM 2.1 Advertisement Criteria Worksheet BLM_2.1_AdCriteriaWorksheet.cwk

Notes to Teacher

Some sample topics for the advertisements could be:
- a food ad (advertising healthy eating, nutrients, etc.);
- a physical fitness ad.

Teacher Reflections

Description

Students discover, through a problem-solving approach, how to change personal learning log entries generated from the unit study on Human Organ Systems into general informational texts written for a specific purpose and for a specific audience.

Expectations

5e19 – use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Discussion
Note-making
Classifying
Writing To Learn

Assessment

Some expectations are going to be assessed using formative assessment through entries into students' learning logs. These can be evaluated at the discretion of the teacher.

Assessment Strategies

Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. Ask students to independently read a few of their learning log entries. Elicit some of the text features. Ask guiding questions, such as: How did you begin the opening sentence of each of your entries? Are there any similarities in your style of writing? Does each entry follow the same format?

2. On an overhead projector, the teacher presents students with a made-up example of a learning log entry and discusses the format (e.g., I learned that my skin is an organ, etc.). Discuss the use of the personal pronouns 'I' and 'my.' Discuss the fact that when you are writing something about yourself or about something you have learned you use personal pronouns such as 'I' and 'my.' When you are writing factual information for a particular audience you don't use personal pronouns. Model this point by asking students how they could rewrite the sentence "I learned that my skin is an organ" to make it a more general, factual statement.

3. On an overhead projector, use Cells in My Body (BLM 4.1). (Leave a blank line between each line of the text in order to show changes directly on the overhead projector.) Discuss the title. Allow students time to read the text individually or in pairs. The teacher then reads the text aloud, modelling good reading.

4. Remind students of their personal learning log entries and the style of writing that was used (more personal, using pronouns such as 'I' and 'my'). Invite students to assist in transforming the text, Cells in My Body, into a more general, informative text that could be used as an article in a magazine. Begin by discussing the title and how it might be changed to be more general in nature, focusing on changing the word 'My' once again (e.g., Cells in My Body could be changed to Cells or Cells in the Body). Continue to make changes to the text, discussing the reasoning behind changing the personal nature of the text to a more general nature for an audience reading a

magazine. With the students, create and record guidelines for changing personal text to general text. Refer to BLM 4.2 Cells (Teacher Guide Sheet), if needed.

5. Divide the class into pairs. Distribute BLM 4.3. (Leave a space between each line of text to make it easier for students to make changes directly on the sheet.) Students work in pairs to discuss possible changes to the text (paragraphs one, two, and three) to make it more general and factual in nature, as was modelled using the Cells text, by omitting any personal pronouns.

6. After giving the students time discuss this process, meet as a class and model the changes (paragraph one and two only) directly on the overhead with student input. Discuss the reasoning behind each of the changes. Students complete paragraph three changes with their partner. Reconvene as a whole class to examine paragraph three changes and the appropriateness of these changes.

7. In their learning log, students record examples of times when they would use a more personalized style of writing ('I' and 'my') and when they would use a more general, informative style of writing. They should note the purposes for writing and the audiences that are being addressed in their examples.

Adaptations

Resources

BLM 4.1 Cells in My Body	BLM_4.1_BodyCellsHandout_S.cwk
BLM 4.2 Cells in the Body Teacher Guide	BLM_4.2_BodyCells_T.cwk
BLM 4.3 My Muscles and Bones	BLM_4.3_MuscleBoneHandout_S.cwk

Notes to Teacher

Teacher Reflections

Description

This subtask begins with a teacher-modelled exercise. Information on one system in the body (from Life System Strand: Human Organ Systems) recorded as jot notes is placed on the overhead projector. As a class, an informative article is written. The ability to organize the information in well-developed paragraphs with supporting details is modelled. Students then work in pairs to develop their own informative article on one of the other body systems from the same strand.

Expectations

5e47 • communicate a main idea about a topic and describe a sequence of events;

5e11 – use phrases appropriately to clarify meaning (e.g., For someone of her age, she plays the piano very well);

5s5 – describe the basic structure and function of the major organs in the respiratory, circulatory, digestive, excretory, and nervous systems;

5s12 – use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., use terms such as teeth, esophagus, stomach, and gastric juices in describing the digestive system);

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Assessment

Students are assessed on their contribution to the activity when working in pairs and on their individual understanding of the lesson.

Assessment Strategies

Observation

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Shared Writing

1. Explain to students that often a magazine has articles that convey information for its audience in a clear and organized fashion.

2. Inform students that as a class they are going to work with information about a particular topic. This information is in the form of jot notes. The jot notes form the basis for a series of paragraphs that result in an informative article about the topic being addressed. The jot notes should reflect a topic from the Human Organ System that students are very familiar with.

3. Review the purpose of jot notes. Place BLM 5.1 on the overhead projector and read the jot notes aloud.

4. Begin the subtask by asking students what they think the main focus of the article would be. Determine how many paragraphs might be generated from the jot notes and what these paragraphs might each focus on. Together, compose a good introductory sentence.

5. As a model, review the process of creating one paragraph based on the jot notes.

Research/Writing Activity

1. Students work in pairs to complete this activity. Students may choose one of the following body systems as a topic for an article:

- Respiratory
- Circulatory
- Digestive
- Excretory
- Nervous

2. Students refer to information collected earlier in the study of this unit and integrate new ideas from other sources to develop a set of jot notes about one of these systems.

3. After developing these jot notes, students follow the same process that was modelled for them earlier and create a series of paragraphs that form the basis for an informative article.

4. The teacher circulates and notes each individual's contribution to the activity. The teacher is also available, at this time, to support students who require extra teaching/clarification to complete the activity.

Adaptations

Resources

BLM 5.1 Jot Notes on the Excretory System BLM_5.1_ExcretNoteHandout_S.cwk

Notes to Teacher

1. Teachers may use BLM 5.1 or they may generate jot notes about a body system with the class and then proceed with the activity.

2. Teachers may ask students to include a diagram to accompany their article.

Teacher Reflections

Description

Students review the stages of the writing process with emphasis on the revision and editing stages. Students select certain pieces of their writing to be published in the Life System magazine which is the culminating task. Students acquire the skills necessary to enhance their writing quality for this particular purpose and for a specific audience.

Expectations

5e7 A	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
5e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
5e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
5e14 A	– use correct punctuation in final drafts;
5e17 A	– use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);

Groupings

Students Working Individually
Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Writing Process
Learning Log/journal

Assessment

Students are assessed on their ability to revise and edit the article that was written in the previous subtask.

Assessment Strategies

Observation
Conference

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Note: Teachers may want to review each of these stages (revisions and editing) as separate lessons. Each phase involves particular skills that require concentrated teaching and student practice.

1. Review each stage of the writing process with the students. These stages should be visible at all times in the classroom. A permanent display is a good visual reminder of the writing process for students. Students will be using this process all year.

2. Concentrate on the skill of revising, ensuring that students have an understanding of what is involved. Model good questioning techniques for your students. Questions to elicit responses related to these stages could be posted on the permanent display for students to refer to throughout the year. Examples of questions that could be asked would be: What does it mean to revise your work? What kinds of things do you do when you are revising? Is there a better way to write this? Could I combine two or three sentences to make a more interesting sentence? You may want to concentrate on this stage of the writing process only during this lesson.

3. To concentrate on the skill of editing, you might begin by asking questions, such as: When you are editing, what parts of your writing are you focusing on? What resources could you use to help check and correct any spelling errors? Have I checked for spelling mistakes? Have I checked the punctuation? Have I checked that I have used capital letters properly? Are there any missing words? Appropriate mini lessons that may need to be taught during the editing stage are: lessons to address the use of the dictionary and the use of spelling/grammar check on the computer, appropriate use of quotation marks, appropriate punctuation use, etc.

4. Place the paragraphs that were written with the class during the last subtask (jot notes on the excretory system converted to paragraphs for an article) on an overhead projector or large experience chart paper. Leave a blank

line between each of the sentences in order to make revision and editing easier. Reread the article aloud to the class and talk about the revising process.

5. With student input, discuss ways in which the writing can be enhanced by revising this piece of writing. A series of mini lessons may need to be taught at this point to model revision for the students. For example, if a word is overused, brainstorm other words that could be used as an alternative. Teach students how to use the thesaurus to find alternate words to use. If more description is needed to enhance a sentence, model this with the students. As a shared writing experience, revise the paragraphs.

6. Students return to the paragraphs that were created from their jot notes from the last subtask. They should be working with the same person. Together they should revise their paragraphs modelled after the shared writing experience.

7. After a lesson focusing on editing has been taught, students revisit the same paragraphs and edit these.

8. Students may then choose a learning log entry of their own and take this entry through the stages of revision and editing.

Adaptations

Resources

Notes to Teacher

1. The teacher should provide opportunities for the students to talk at all stages of the writing process. Students need to understand the connections of talk to writing.

2. The following explanations provide students with understanding of each stage of the writing process and could be posted for their reference as a permanent display. Graphics would enhance the display and provide quick symbol references for each stage.

Prewriting
Decide on the purpose for your writing; choose a topic and an audience. Choose an appropriate form to use to complement the purpose and the audience. Brainstorm ideas, research your topic, and gather information. Jot down words, points, and ideas. Use a graphic organizer or a template that matches the form of writing that you are using to record your ideas and information. Talk about your idea or topic with a partner or tell your story to a partner.

Writing a Draft
This is a rough draft. Concentrate on writing your thoughts down. Share your draft with a peer. Listen as you read what you have written. Ask yourself questions and ask your partner questions such as: Does my writing make sense? Was the point of my writing clear?

Revising
This is an opportunity for you to add to or change your writing. Ask yourself some of the following questions: Is there a better way to write this? Could I combine two or three sentences to make a more interesting sentence? Should I change the order of some of the information? Take into consideration the feedback that your partner gave to you when you shared your writing.

Editing
This is an opportunity for you to focus on spelling, punctuation, and grammar. Ask yourself questions such as: Do I have any spelling errors? What resources could I use to help check and correct any spelling errors? Did I use quotation marks appropriately? Did I use proper punctuation? Do the subjects and verbs that I have used agree?

Proofreading
This is another opportunity for you to check and double-check your writing.

Publishing
If you choose to publish a piece of work, decide on how you want to publish it. What materials might you need? Will you be using the computer to publish your work? Create any illustrations that you might need to accompany your work.

Sharing
How are you going to share your writing with an audience?

3. Teachers should be available to conference with students at various times as they work through the writing process and keep anecdotal records of these interactions.

4. Teachers, with student input, can create symbols that students may use to identify spelling errors, change wording when revising, etc.

Teacher Reflections

Description

Together as a class, students examine various cereal labels from a variety of different types of cereals. The teacher ensures that there are examples of cereals designed for various age groups. There is discussion about the different nutritional categories found on these labels and what each category means. Students then choose two different cereal labels and complete a comparison of the two in relation to their nutritional value. A bar graph is created and used to record a few of the more important nutrient values and to make comparisons of these nutrients.

Expectations

5e21 A – accurately use graphs and captions.

5e44 A – locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).

5s13 – compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer (e.g., record both qualitative and quantitative data from observations of the nutritional value of foods; produce a graph of the heartbeat rate of someone climbing a specific number of stairs in a given length of time);

5s14 – communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts (e.g., create a comparison chart, grouping foods by major nutrients and by their categories in Canada's Food Guide to Healthy Eating).

5s15 – describe the types of nutrients in foods (e.g., carbohydrates, fats, proteins, vitamins, minerals) and their function in maintaining a healthy body (e.g., supporting growth);

5s18 A – interpret nutritional information to make healthy food choices (e.g., sort commercial cereals into different categories, such as high fat, low fat, high salt, low sugar, and decide which are best);

5m114 – display data on graphs (e.g., line graphs, bar graphs, pictographs, and circle graphs) by hand and by using computer applications;

5m119 – construct labelled graphs both by hand and by using computer applications;

5m120 – evaluate data presented on tables, charts, and graphs and use the information in discussion (e.g., discuss patterns in the data presented in the cells of a table that is part of a report on a science experiment);

Groupings

Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies

Classifying
Graphing
Media Analysis

Assessment

Students interpret the graph data and respond to this data in the learning log. Their responses are assessed.

The graph quality is assessed by the teacher.

Assessment Strategies

Observation
Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

Classifying/Media Analysis/Graphing

Prior to beginning this subtask, ask students to bring in empty, flattened cereal boxes, if possible. Ask them to bring in the box only, without the liner.

The use of parent permission forms will help to ensure student safety in regards to allergies.

The teacher sets aside boxes that contained cereals which would create problems for students with allergies and/or students whose religious or cultural beliefs require them to avoid certain foods or combinations of foods.

1. Distribute various types of cereal boxes to students ensuring that every person has two or three examples or have students work in pairs and ensure that each pair has two or three examples. Teachers must be sensitive to the fact that not all students have had the experience of buying or eating cereals at home and some introduction and context setting must be done.

2. Reproduce BLM 7.1 on an overhead projector or large experience chart paper. Review the sheet with the students and guide them through where to find the information that the sheet requires. The teacher has a model of a cereal box and as well, students have examples of cereal boxes in front of them for easier viewing.

3. Discuss some of the major nutrient types and ingredients for each of the cereal types.

4. Discuss the labels on different boxes. What audiences are some of the cereals targeted for? How do you know what age level the cereal is targeting? Does the target audience influence the type of ingredients found in the cereal?

5. Invite students to work in pairs to complete a student copy of worksheet BLM 7.1 using one of their cereal boxes as the model.

6. The same pair of students looks at and work with both of their cereal boxes (which should be different). Collect the same nutrition information for the second box of cereal that was collected for the first box of cereal and recorded on the worksheet BLM 7.1. Using both sets of data, ask each student to create a graph of the two cereal types and their nutritional information. There should be six nutritional items to compare (calories are not to be included in this particular scale). The teacher must model this process for students.

Note: The y-axis should be in grams and the x-axis should look something like this:

Cereal A	Cereal B	Cereal A	Cereal B	Cereal A	Cereal B
Protein		Fat		Carbohydrates	and so on ...

7. The graphs should be kept to use again in the culminating task.

Reflection
Students create a heading in their learning log, entitled Charts and Graphs. Students reflect on their graph findings in their learning logs and come to a conclusion as to which cereal they think is healthier, based on the information in their graphs, and explain why.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- you may choose to limit the quantity of nutritional information some students need to graph;
- provide a graph template for some students.

Resources

BLM 7.1 Sample Food Package (Cereal)	BLM_7.1_SampleFoodWorksheet.cwk
Cereal labels and boxes	various

Notes to Teacher

1. Prior to this activity, have students bring in cereal boxes from different types of cereal. The more types of cereal, the better the comparisons your class will come up with. Stress that students should bring in the flattened boxes only and not the liner, which could contain traces of cereal to which some students may be allergic.

2. Teachers may want to break down or review the role some of these nutrients play in our bodies.

3. Discuss how to determine if a cereal is nutritious.

Teacher Reflections

Advice Columns and Editorial Cartoons

Description

Students are provided with appropriate examples of both advice columns and editorial cartoons to examine. Students realize that each of these types of 'writing' is sending a message to a certain audience in a different way. Students work in pairs to determine guidelines for writing an advice column and an editorial cartoon. As a class, students create a set of guidelines for each form. Students then choose a message that they would like to send to an audience related to their science theme: Human Body Organs. They create an advice column or an editorial cartoon to send this message. The work generated from this subtask is included in the magazine in the culminating task.

Expectations

5e52 A	• analyse media works;
5e65	– list and describe many of the ways in which the media provide information (e.g., through news reports, the Internet, documentary films, CD-ROMs);
5e66 A	– create a variety of media works (e.g., a simple multi-media presentation).
5e49	• contribute and work constructively in groups;

Groupings

Students Working In Pairs
Students Working As A Whole Class

Teaching / Learning Strategies

Discussion
Media Analysis

Assessment

Students' cartoons and advice columns are evaluated using the list of guidelines developed in the class discussion.

Assessment Strategies

Observation
Learning Log

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. Provide students with several examples of advice columns and editorial cartoons from publications intended for a youth audience. The teacher must ensure that all examples are free of bias, stereotyping, and religious or cultural issues.

2. In pairs, the students examine several examples of advice columns or editorial cartoons and note the characteristics they find.

3. As a class, they share their findings and work with the teacher to create guidelines for how to write these forms.

Guidelines for an advice column could include: written in a personal way; gives supportive suggestions to the person in need; written in the first person.

Guidelines for an editorial cartoon could include:
message contains only a few key words, message often written in a speech balloon; people and animals have exaggerated features; cartoon is often only one frame.

Media Presentation

1. Introduce the activity which is to create an advice column or an editorial cartoon based on a healthy lifestyle related to their studies of the Life Systems unit: Human Organ Systems.

2. Brainstorm topics that could be addressed in an advice column or in an editorial cartoon. Some topics are:

- health and environment-related issues (allergies, breathing disorders)
- diet issues (food and nutrition) and related disorders (such as diabetes, heart disease)
- health issues (smoking, drinking, drugs)

3. Students choose a topic and determine the message that they want to send to their audience – other junior students.

4. Students create an advice column or an editorial comment seeking advice and feedback from their peers.

5. This piece of work should be filed to use in the culminating task.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestion.

Students could write the advice column in point form.

Resources

Notes to Teacher

Before beginning this subtask, collect and display many magazines intended for a young audience.

Teacher Reflections

Life System Magazine

Language A Unit for Grade 5

Description

Students compile a magazine based on content from the Life System strand in Science and Technology: Human Organ Systems using writing forms, skills, and techniques that they have learned in the various subtasks. The magazine is written for an audience of junior students both in the classroom and in the school. Students use the Magazine Guidelines worksheet to organize their magazine. Students are assessed using a rubric.

Expectations

5e1 A • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);

5e45 A • communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;

5e55 A – use vocabulary learned in other subject areas in a variety of contexts;

5s1 A • demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems, and the interactions of organs within each system;

Groupings

Students Working In Small Groups

Teaching / Learning Strategies

Advance Organizer
Classifying
Media Production
Writing Process

Assessment

The magazine is a compilation of the writing samples students have completed. The final magazine is assessed according to the rubric and criteria included. The learning log is also assessed.

Criteria for magazine:
- all components included;
- each component demonstrates an understanding of the writing form and purpose;
- cover is attractive and appropriate for the target audience;
- title included;
- table of contents.

Assessment Strategies

Classroom Presentation
Learning Log
Self Assessment

Assessment Recording Devices

Rubric
Anecdotal Record

Teaching / Learning

1. Tell students that they now have all the tools to begin to produce their magazine.

2. Hand out the magazine guideline list (BLM 9.1) and review with students.

3. Share the assessment rubric and rating scale with students.

4. Let students know that some of the ideas that have been studied are good starting points and they can include some of these or create new ideas.

5. Let them know they will be handing in their learning logs as well as the magazine.

6. All rough work should be kept.

7. Teachers use the criteria (to develop an appropriate assessment tool) and rubric to assess students' magazines.

Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- reduce expected number of entries for magazine;
- provide opportunities for students to use a computer for their magazine;
- provide students with the option to dictate their article to someone scribing.

Resources

Final Magazine Rubric

BLM 9.1 Magazine Guidelines BLM_9.1_GroupMagGuideline_S.cwk

File Folder

Notes to Teacher

Teacher Reflections

Appendices

Life System Magazine

Language

Resource List:

Black Line Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Life System Magazine
Language A Unit for Grade 5

Rubric

- ☐ **Final Magazine Rubric** ST 9
  3

Blackline Master / File

- ☐ **BLM 1.1 KWL Chart** ST 1
  BLM_1.1_KWLOrganizer.cwk
- ☐ **BLM 2.1 Advertisement Criteria Worksheet** ST 2
  BLM_2.1_AdCriteriaWorksheet.cwk
- ☐ **BLM 2.1 Advertisement Criteria Worksheet** ST 3
  BLM_2.1_AdCriteriaWorksheet.cwk
- ☐ **BLM 4.1 Cells in My Body** ST 4
  BLM_4.1_BodyCellsHandout_S.cwk
- ☐ **BLM 4.2 Cells in the Body Teacher Guide** ST 4
  BLM_4.2_BodyCells_T.cwk
- ☐ **BLM 4.3 My Muscles and Bones** ST 4
  BLM_4.3_MuscleBoneHandout_S.cwk
- ☐ **BLM 5.1 Jot Notes on the Excretory System** ST 5
  BLM_5.1_ExcretNoteHandout_S.cwk
- ☐ **BLM 7.1 Sample Food Package (Cereal)** ST 7
  BLM_7.1_SampleFoodWorksheet.cwk
- ☐ **BLM 9.1 Magazine Guidelines** ST 9
  BLM_9.1_GroupMagGuideline_S.cwk

Print

- ☐ **Health and Physical Education Grade 5** Unit
  OPHEA
  Health and physical education resource binder with direct links to the Ontario Curriculum Documents.
- ☐ **Science & Technology** Unit
  Addison Wesley
  0-201-64985-3
  Whatever resources used for the Life System Science Unit in your class will also be used as references during this unit.
- ☐ **Writing Sense** Unit
  Gerald Oglan and David Booth
  0-7747-0444-6
  A guide to teaching different writing types. Supports the MeadowBooks reading sets in the classroom.

Media

- ☐ **Cereal labels and boxes** ST 7
  various
  student homes
  Collect a wide variety of cereal boxes for comparison.
- ☐ **Local newspaper** Unit
  Use the local newspaper for looking at editorials and advertisements. Cartoons and political captions may also be useful.
- ☐ **Various magazines** Unit
  anywhere you can get them
  Magazines should be collected ahead of time to give students a wide variety of examples to explore. Health magazines will help students prepare for the culminating task.

Website

☐ **Health Canada** **Unit**
http://www.hc-sc.gc.ca/
Links to various support documents, i.e. The Canada Food Guide and nutrient information.

Material

☐ **File folder** **Unit**
1
per person
This file folder will be where students record their reflections for the learning log. They will also keep any handouts or notes developed as a class in here.

☐ **Overhead projector** **Unit**
1
per class

Equipment / Manipulative

☐ **file folder** **ST 1**
1
per person
All notes, handouts and learning log reflections will be kept in this file folder.

Other

☐ **File Folder** **ST 9**
The file folder the students have been using throughout this unit is a valuable reference of how to complete some of the tasks for the magazine.

☐ **Teacher/Librarian** **Unit**
person
school library/resource centre
The teacher librarian should be contacted as a helpful guide in acquiring resources.

Parent Community

☐ **Local Paper** **Unit**
journalist/reporter
in your community
A visit from a member of a newspaper team would be very motivating for students. They could have questions answered and get a sense of what the different newspaper jobs entail.

BLM 1.1

KWL Chart

What do I know about magazines?

What I **KNOW**	What I **WANT TO KNOW** What I **WONDER**	What I **LEARNED**

Advertisement Criteria Worksheet

Name: _____

Type of advertisement being evaluated: _____

Part A

Check whether or not the advertisement has the described feature and provide a comment giving more detail.

This advertisement has the following features:

1. The brand name and product are clearly stated. YES NO
Comment:

2. There is a catchy slogan or title. YES NO
Comment:

3. There is use of colour. YES NO
Comment:

4. There is some type of action in the advertisement. YES NO
Comment:

5. This advertisement is persuasive. YES NO
Comment:

Part B

What is this advertisement trying to sell to you?

How successfully does it do that?

Activity 1

Cells in My Body

If you look at my body, the outside is really easy to see. If you want to see inside me, however, that's a bit trickier. My body is made up of trillions of tiny cells. Cells are the basic unit of my life and all life around me. Groups of similar cells in my body that do the same things are called tissues. Groups of tissues make up my body's organs. Each of my organs performs a certain job in my body. My heart is an organ. Groups of my organs make up my body's systems. Each system plays a part in keeping me alive. My whole body is made up of systems.

My body is made up of millions and millions of different cells. Each of my cells has many different parts. One very important part of my cells in the nucleus. A nucleus controls everything that goes on inside my cells. The nucleus and other parts of my cells are contained within a gel-like substance called cytoplasm. A cell membrane holds my cells together.

Activity 1

Cells or Cells in the Body

(Teacher Guide Sheet)

The outside of the human body is easy to see. Looking at the inside is a bit trickier. The human body is made up of trillions of tiny cells. Cells are the basic unit for all life. Groups of similar cells that do the same job are called tissues. Groups of tissues make up the human body's organs. Organs are the parts of the body that perform certain jobs. The heart is an organ. Groups of organs make up the human body's systems. Each system plays a part in keeping people alive. Systems make up the human body.

The human body is made up of millions and millions of different cells. Each cell has many different parts. One very important part of a cell is the nucleus. It controls everything that goes on inside the cell. The nucleus and other cell parts are contained within a gel-like substance called cytoplasm. A cell membrane surrounds the cell and holds it together.

Activity 2

My Muscles and Bones

Name: _____

The bones in my body form a skeleton that holds up my body and gives it a shape. My muscles are attached to my bones. My bones and muscles also protect my internal organs. My bones are a living organ. The outside is hard and made of minerals such as calcium. The inside of my bones is softer, sometimes containing bone marrow that makes my blood cells.

A joint is formed where two of my bones come together. For example, my elbow is a joint. My muscles pull on the bones at a joint to cause me to make a movement. When I want to move, my brain sends an electrical signal to my muscles and tells them to contract, or shorten. As my muscles contract, they pull on my bones, the ones that they are attached to and the body part moves. None of my muscles can push; they can only pull, so they often work in pairs. As one of my muscles contract, the other relaxes, and I get to move.

If I take a book and hold it in front of me and flex, or bend my arm, something interesting happens. If I touch the muscles on the front and back of my upper arm, I can feel two muscles. The main muscle in the front of my arm is the biceps. The main muscle in the back of my arm is the triceps. When I flex my arm, the biceps contracts, and the triceps relaxes. When I extend, or stretch out my arm, the triceps contract while the biceps relaxes.

Jot Notes on the Excretory System

-body doesn't use everything you eat

-body must get rid of waste (carbon dioxide, water, feces, urine, sweat)

-excretory system includes kidneys, ureters, bladder and urethra

Kidneys -clean blood

-get rid of waste

-two kidneys the size of your fist

-control the fluid levels in your body

-more liquid = more urine

Ureters -urine from kidneys flows down these tubes

-empty into bladder

-from the bladder, the urine leaves the body through the urethra

Sample Food Package (Cereal)

Name:

Examine your cereal sample package and fill in the following product information.

1. Describe the look of the cereal box. Who do you think is the intended consumer?

2. Best Before Date: _____

3. Storage Instructions: _____

4. Brand Name: _____

5. Name of Food: _____

6. Net Quantity of Product: _____

7. Nutrition Claim(s) (i.e., low in fat, good source of fibre): _____

_____

8. Manufacturer's Name and Address:

9. Nutrition information (list in chart form the following):
   - Energy
   - Protein
   - Fat
   - Carbohydrates
   - Sugars
   - Starch
   - Fibre
   - Other

10. Ingredient List (list the first five ingredients in the order they are shown):

Magazine Guidelines

Group members:

_____
_____

_____
_____

You have been chosen by LIFE SYSTEM MAGAZINE INC. to create a magazine that will appeal to other Grade 5 students. Throughout the unit, you will create writing samples which will be compiled for inclusion in the magazine. Your magazine can be totally unique and full of many interesting ideas, but your editor has given you some limits.

You must include:
1) at least one advertisement;
2) at least one factual article relating to the Human Body Unit you studied in Science;
3) at least one chart or graph and an analysis of the data;
4) an advice column or an editorial cartoon.

You must follow the stages in the writing process for each piece of writing, paying close attention to the revising, editing, and proofreading stages.

Your magazine needs an eye-catching cover and a title that appeals to your target audience. It should have a table of contents that shows the order of the articles you have included.

Most of the work should be based on content covered in the Human Organ Systems unit that you studied in Science. You may choose to add other information as long as it relates to these

ideas.

You will be provided with a rubric ahead of time so that you can see how you will be evaluated. Good Luck!!

Student Name:_____
Date:_____

Final Magazine Rubric

for use with Subtask 9 : Life System Magazine
from the Grade 5 Unit: **Life System Magazine**

Expectationsfor this Subtask to Assess with this Rubric:

5e45 • communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Communication of required knowledge **5e45** ability to organize magazine in a clear and organized fashion including all required forms of writing - title - cover - appropriate to audience	- the magazine is somewhat organized and includes a few of the required forms of writing.	- the magazine is fairly organized and includes some of the required forms of writing.	- the magazine is organized and includes most of the required forms of writing.	- the magazine is very well organized and includes all of the required forms of writing.
Communication of required knowledge use writing for various purposes and in a range of contexts.	- a few writing forms reflect appropriate vocabulary and content to complement the purpose of the writing.	- some writing forms reflect appropriate vocabulary and content to complement the purpose of the writing.	- most writing forms reflect appropriate vocabulary and content to complement the purpose of the writing.	- all writing forms reflect appropriate vocabulary and content to complement the purpose of the writing.
Application of language conventions **5e45**	- the student makes few revisions to writing and pays little attention to spelling, grammar, and punctuation.	- the student makes some revisions to writing and pays some attention to spelling, grammar, and punctuation.	- the student shows good evidence of making revisions to writing and corrects most spelling, grammar, and punctuation errors.	- the student revises, edits, and proofreads writing and corrects spelling, grammar, and punctuation errors.

Life System Magazine
Language A Unit for Grade 5

Expectation List
Page 1

		Selected	Assessed
English Language---Writing			
☐ 5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);		1
☐ 5e6	• produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);	2	
☐ 5e7	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;		1
☐ 5e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;		1
☐ 5e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		1
☐ 5e11	– use phrases appropriately to clarify meaning (e.g., For someone of her age, she plays the piano very well);	1	
☐ 5e14	– use correct punctuation in final drafts;		1
☐ 5e17	– use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);		1
☐ 5e19	– use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);	1	
☐ 5e20	– select and use words to create specific effects (e.g., to create a mood);	2	
☐ 5e21	– accurately use graphs and captions.		1
English Language---Reading			
☐ 5e44	– locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).		1
English Language---Oral and Visual Communication			
☐ 5e45	• communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;		1
☐ 5e47	• communicate a main idea about a topic and describe a sequence of events;	1	
☐ 5e49	• contribute and work constructively in groups;	1	
☐ 5e51	• identify various types of media works and some of the techniques used in them;	1	
☐ 5e52	• analyse media works;		1
☐ 5e55	– use vocabulary learned in other subject areas in a variety of contexts;		1
☐ 5e60	– speak clearly when making presentations;		1
☐ 5e63	– identify the main characteristics of some familiar media (e.g., television, film, magazines);	1	
☐ 5e64	– recognize that media works are composed of a series of separate elements (e.g., shots in movies; sections of a newspaper);	1	
☐ 5e65	– list and describe many of the ways in which the media provide information (e.g., through news reports, the Internet, documentary films, CD-ROMs);	1	
☐ 5e66	– create a variety of media works (e.g., a simple multi-media presentation).		1
Mathematics---Data Management and Probability			
☐ 5m114	– display data on graphs (e.g., line graphs, bar graphs, pictographs, and circle graphs) by hand and by using computer applications;	1	
☐ 5m119	– construct labelled graphs both by hand and by using computer applications;	1	
☐ 5m120	– evaluate data presented on tables, charts, and graphs and use the information in discussion (e.g., discuss patterns in the data presented in the cells of a table that is part of a report on a science experiment);	1	
Science and Technology---Life Systems			
☐ 5s1	• demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems, and the interactions of organs within each system;		1
☐ 5s3	• demonstrate understanding of factors that contribute to good health.	2	
☐ 5s5	– describe the basic structure and function of the major organs in the respiratory, circulatory, digestive, excretory, and nervous systems;	1	
☐ 5s12	– use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (e.g., use terms such as teeth, esophagus, stomach, and gastric juices in describing the digestive system);	1	
☐ 5s13	– compile data gathered through investigation in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer (e.g., record both qualitative and quantitative data from observations of the nutritional value of foods; produce a graph of the heartbeat rate of someone climbing a specific number of stairs in a given length of time);	1	

		Selected	Assessed
☐ 5s14	– communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, drawings, and charts (e.g., create a comparison chart, grouping foods by major nutrients and by their categories in Canada's Food Guide to Healthy Eating).	1	
☐ 5s15	– describe the types of nutrients in foods (e.g., carbohydrates, fats, proteins, vitamins, minerals) and their function in maintaining a healthy body (e.g., supporting growth);	1	
☐ 5s18	– interpret nutritional information to make healthy food choices (e.g., sort commercial cereals into different categories, such as high fat, low fat, high salt, low sugar, and decide which are best);		1

Life System Magazine
Language A Unit for Grade 5

Expectation Summary
Selected | Assessed

English Language

5e1	1	5e2		5e3		5e4		5e5		5e6	2	5e7	1	5e8	1	5e9		5e10	1
5e11	1	5e12		5e13		5e14	1	5e15		5e16		5e17	1	5e18		5e19	1	5e20	2
5e21	1	5e22		5e23		5e24		5e25		5e26		5e27		5e28		5e29		5e30	
5e31		5e32		5e33		5e34		5e35		5e36		5e37		5e38		5e39		5e40	
5e41		5e42		5e43		5e44	1	5e45	1	5e46		5e47	1	5e48		5e49	1	5e50	
5e51	1	5e52	1	5e53		5e54		5e55	1	5e56		5e57		5e58		5e59		5e60	1
5e61		5e62		5e63	1	5e64	1	5e65	1	5e66	1								

French as a Second Language

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114 1	5m115	5m116	5m117	5m118	5m119 1	5m120 1
5m121	5m122	5m123	5m124						

Science and Technology

5s1 1	5s2	5s3 2	5s4	5s5 1	5s6	5s7	5s8	5s9	5s10
5s11	5s12 1	5s13 1	5s14 1	5s15 1	5s16	5s17	5s18 1	5s19	5s20
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100
5s101	5s102	5s103	5s104	5s105	5s106	5s107	5s108	5s109	5s110
5s111	5s112	5s113	5s114	5s115	5s116	5s117	5s118	5s119	5s120
5s121	5s122	5s123	5s124	5s125	5s126	5s127	5s128		

Social Studies

5z1	5z2	5z3	5z4	5z5	5z6	5z7	5z8	5z9	5z10
5z11	5z12	5z13	5z14	5z15	5z16	5z17	5z18	5z19	5z20
5z21	5z22	5z23	5z24	5z25	5z26	5z27	5z28	5z29	5z30
5z31	5z32	5z33	5z34	5z35	5z36	5z37	5z38	5z39	5z40
5z41	5z42	5z43	5z44	5z45	5z46	5z47	5z48		

Health & Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

The Arts

5a1	5a2	5a3	5a4	5a5	5a6	5a7	5a8	5a9	5a10
5a11	5a12	5a13	5a14	5a15	5a16	5a17	5a18	5a19	5a20
5a21	5a22	5a23	5a24	5a25	5a26	5a27	5a28	5a29	5a30
5a31	5a32	5a33	5a34	5a35	5a36	5a37	5a38	5a39	5a40
5a41	5a42	5a43	5a44	5a45	5a46	5a47	5a48	5a49	5a50
5a51	5a52	5a53	5a54	5a55	5a56	5a57	5a58	5a59	5a60
5a61	5a62	5a63	5a64	5a65	5a66	5a67	5a68	5a69	

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Analysis Of Unit Components

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-- Unique Expectations --
23 Language Expectations
3 Mathematics Expectations
8 Science And Tech Expectations

Resource Types

1 Rubrics
9 Blackline Masters
0 Licensed Software
3 Print Resources
3 Media Resources
1 Websites
2 Material Resources
1 Equipment / Manipulatives
0 Sample Graphics
2 Other Resources
1 Parent / Community
0 Companion Bookmarks

Groupings

8 Students Working As A Whole Class
6 Students Working In Pairs
2 Students Working In Small Groups
4 Students Working Individually

Teaching / Learning Strategies

1 Advance Organizer
1 Brainstorming
4 Classifying
2 Discussion
1 Graphing
3 Learning Log/journal
4 Media Analysis
1 Media Production
3 Notemaking
2 Writing Process
1 Writing To Learn

Assessment Recording Devices

7 Anecdotal Record
2 Checklist
1 Rubric

Assessment Strategies

1 Classroom Presentation
1 Conference
6 Learning Log
7 Observation
1 Self Assessment